

EdisonLearning FAQs

Q: Who are the staff members of the EdisonLearning team? What are their qualifications for doing this work and what is their experience working with low-performing schools?

A: For its evaluation year of Roosevelt HS, EdisonLearning is using a cross-functional team composed of nearly 50 employees and consultants. These individuals bring high-level expertise across a range of functions including educational leadership, evaluation and assessment, data analysis, contract management, technology, safety and security, facility management, professional development, human resources and many other fields. These individuals have worked for EdisonLearning on numerous school turnaround projects in some of the most challenging environments in the United States and the United Kingdom.

Q: Who runs EdisonLearning and what is the company's mission?

A: As a leading international education solutions provider, EdisonLearning champions student success. We aim to be the partner of choice globally in providing coherent solutions that deliver improvements in student learning, outstanding schools, and enhanced value to communities.

EdisonLearning helps schools achieve lasting gains in performance, using an extensive portfolio of proven K-12 solutions, including, Dropout Prevention and Recovery Centers, School Turnaround services focused on improving underperforming schools, brick and mortar schools, and virtual schools and programs. Online education services, including eCourses, are integrated into many of our offerings.

EdisonLearning has established a solid leadership team of experienced education and business professionals.

Jeff Wahl is President and CEO of EdisonLearning. During his tenure, he has led the operational and financial turnaround of the organization. Concurrent with the implementation of efficiency measures, Jeff led the expansion of the organization into new areas of educational services, including efforts that have helped EdisonLearning re-establish its position as a pioneer in education reform through creation of virtual K-12 cyber schools and extended learning offerings.

Through his work, Jeff has earned national recognition as a leading voice in education reform and has been a frequent speaker at educational conferences and frequently serves as an advisor to local, state and national leaders on education policy. He has been an advisor to several gubernatorial transition teams and has lectured at New York University and Columbia University. Jeff is a member of the Digital Learning Council and the New York City Advisory Board of New Leaders for New Schools, a leading national not-for-profit organization focused on driving improvements in public education through leadership development. He also participated in NBC's 2010 Education Nation Summit that gathered education thought leaders from across the nation to address the most pressing K-12 issues today.

Paul Lincoln is Chief Operating and Education Officer of EdisonLearning, a leading international educational solutions provider with nearly 20 years of experience partnering with school districts, governments, organizations, charter authorizers, and boards.

Paul has deep knowledge of the EdisonLearning model having founded our operation in the United Kingdom in 2003. In addition, he has a thorough understanding of the ingredients of outstanding schools, having honed his skills during the 19 years he spent as a highly successful teacher and leader in state secondary schools in England. He was at the forefront of innovation in relation to student motivation, curriculum, effective learning and staff development.

Paul also led the turnaround of one of the biggest local education authorities (school districts) in England with responsibility for 600 schools. He achieved this by providing highly credible educational leadership and ensuring that services were meeting needs of our education partners.

Q: What is EdisonLearning's success rate in working with schools similar to Roosevelt Career and Technical Academy? Are there secondary schools that are stellar examples of EdisonLearning's success?

- EdisonLearning had been partnering with two **Indiana** schools — Jeremiah Gray-Edison and Rosa Parks-Edison Elementary Schools in Perry Township. Both schools have consistently outperformed schools in the District of Perry Township and the State of Indiana over the length of the partnership.
- EdisonLearning worked with the **Chicago Public Schools** on a cluster of 3 schools targeted for turnaround – average yearly gains in math were 6% in these schools, compared to 2% in the District; and 8% in reading, compared to 5% in the District.
- EdisonLearning's partnership in **Chicago** with the Chicago International Charter School's (CICS) Longwood campus, has resulted in the school being ranked 5th in college enrollment out of all non-selective Chicago Public Schools – with 93.8 of CICS Longwood's Class of 2011 enrolled in college.
- In **Baltimore**, EdisonLearning took 3 of the poorest performing schools in the city – one actually ranked last – and after two years had more than doubled student achievement in both reading and math, with all three schools making AYP.
- In **Philadelphia** working with the 22 lowest performing schools in the district, the number of students testing below grade level in both reading and math was cut by nearly two-thirds during EdisonLearning's partnership.
- Providing school turnaround solutions in six **Las Vegas** schools, EdisonLearning raised the number of students meeting or exceeding standards in math 29 points, and in reading by 21 points over a five year period.
- Selected by half of the school districts participating in Colorado's pilot program to **close the achievement gap among African-American and Hispanic**, EdisonLearning's efforts in 20 schools have resulted in first year combined gains in reading and math of 10 percent.

Q: What is EdisonLearning's discipline philosophy and structure?

A: Schools need to be safe and orderly before a supportive and inspiring learning environment can be implemented in order to ensure high levels of academic achievement. Appropriate conduct must be

promoted and supported from the moment that students enter the school. Partner schools build their student behavior supports around a set of core values such as integrity, justice, responsibility and courage. These values serve as the foundation for the schools as they work with EdisonLearning to develop a comprehensive Student Management Plan that includes the following:

- The Code of Conduct
- Positive Behavioral Expectations
- Student Conduct Intensive Lesson Plans
- Positive Incentive System
- Discipline Code
- School Safety Plan

In addition to these documents, the plan outlines clear procedures for disciplinary interventions and designates clear responsibilities for school staff to consistently review student management data in order to implement continuous improvement activities. The Student Management Plan is most effective and has the greatest impact on students when implemented and consistently supported by staff from day one. Ongoing maintenance of the plan includes frequent evaluation of the school environment, analysis of the discipline referral data, and solution finding to address issues as they arise.

Q: What statistics and measurements are used to prove EdisonLearning's methodology is effective?

A: EdisonLearning works with each customer to set measurable goals in each of the areas of accountability for evaluation of EdisonLearning's success. Measures of success will include multiple areas of performance, from student achievement to customer satisfaction, to operational excellence. Points of measure include:

- AYP results
- ISTEP scores
- End-of-Course Assessments
- Student attendance rates
- High School graduation rates
- College and Post-Secondary Educational placement rates
- Student, Parent, and Teacher Satisfaction
- SAT/ACT scores
- Other measures to-be-determined

Q: What nearby schools can parents and community members visit to see EdisonLearning's success?

A: Jeremiah Gray-Edison and Rosa Parks-Edison Elementary Schools in Perry Township and Chicago International Charter School's (CICS) Longwood in Chicago.

Q: What is EdisonLearning's specific instructional model?

A: The EdisonLearning instructional approach uses a synthesis of instructional best practices and is supported by curricular choices that match this approach with instructional and teacher support

resources to assist teachers in planning, customizing and delivering effective instruction in order to achieve high levels of student learning. The approach includes direct instruction, cooperative learning, project-based learning, whole and small-group instruction and discussion, guided discovery and fundamental skill practice. No single method works in all situations, for all subjects, with all students. The synthesized best-practice approach that schools working with EdisonLearning employ matches instructional delivery with the expected learning outcomes and equips teachers with a rich instructional toolkit from which to draw upon as they respond to students' needs.

Q: How will the different learning needs of students be assessed and addressed?

A: Through EdisonLearning's attention to the needs of all learners, its commitment to high expectations for all students, and its use of a synthesis of instructional best practices to provide individualized and differentiated instruction in a classroom of heterogeneous learners, schools are expected to increase the academic performance of all learners.

One of the hallmarks EdisonLearning's educational approach is the use of ongoing assessment to monitor student progress and to inform instruction. EdisonLearning's professional development and resources focus on aiding teaching and administrators to use data-driven decision-making to adjust instruction purposefully to meet group and individual student needs. Such timely assessment information allows teachers to inform instruction in the classroom by giving them the data they need to:

- provide small group instruction based on identified needs;
- address concepts that need to be re-introduced class-wide based on identified aggregate weaknesses;
- supplement skills-based curricular materials; and
- modify weekly and monthly lesson plans based on the aggregate strengths and weaknesses of the class.

Q: What services will be provided for students with emotional needs?

A: In an EdisonLearning partnership school, students who are at risk for academic, emotional, social, or behavioral problems are offered support that is both intensive and personalized. The Response to Intervention model creates solutions for students by using the resources of school-based interventions, parent/guardian involvement, and services available in the community. Students have access to social workers and counselors as needed. A referral for special education services may be required for some at-risk students who require additional resources and support to make academic and/or behavioral progress.

Q: What support will be offered to students who do not perform to the expectations of EdisonLearning?

A: In an EdisonLearning partnership school, students who are not meeting academic performance standards are supported by a Response to Intervention (RtI) model of interventions for instructional and behavioral support. Interventions are provided in a standards-based learning environment to maximize

the learning for all students (i.e., regular education classroom). Tier I support consists of universal interventions such as high-quality instruction in a research-based core curriculum. Tier I support is provided in a standards-based classroom and consists of flexible grouping for differentiation and frequent progress monitoring (e.g., benchmark assessments). Interventions provided for students in Tier II include supplemental instruction and targeted group interventions designed to meet academic and behavioral needs. Tier II supports are based on the needs of students and include a formal process for intervention and more frequent progress monitoring. Individualized interventions delivered by specialized teachers and staff is available for students who don't respond adequately to Tier I and Tier II supports and/or for students who demonstrate significant discrepancies from the typical student in their classroom on performance standards. This type of support, categorized as Tier III, is driven by a multidisciplinary team, and includes individualized assessments and interventions.

Q: How will special education services be addressed by EdisonLearning?

A: In an EdisonLearning partnership school, EdisonLearning ensures that Free Appropriate Public Education (FAPE) is provided to all enrolled students with disabilities. FAPE, which consists of special education and related services, is provided to students with disabilities. EdisonLearning ensures that certified special education teachers are in place to provide the specially-designed educational services identified in the IEPs of enrolled students.

Q: How will English language learning services be provided by EdisonLearning?

A: Under Title III: Language Instruction for Limited English Proficient and Immigrant Students program and the Indiana state Non-English Speaking Program (NESP), English language learning services will be provided as follows:

- Identify English language learners
- Serve ELs, using appropriate delivery models of language instruction
- Assess ELs annually for English language proficiency using the *LAS Links English Proficiency Assessment*

Q: How will EdisonLearning improve the culture at Roosevelt Career and Technical Academy?

A: A school turnaround plan, informed by findings from the assessment and evaluation phases, will be developed by May 30, 2012 and will include recommendations and strategies to improve the school culture at Roosevelt for 2012-2013 and beyond.

Q: Will there be a college-prep focus and curriculum at the turnaround academies? Will there be college entrance assistance?

A: A school turnaround plan, informed by findings from the assessment and evaluation phases, will be developed by May 30, 2012 and will include recommendations regarding a college-prep focus, curriculum, and college entrance assistance at Roosevelt for 2012-2013 and beyond.

Q: Will the curriculum be modified so that it addresses the culture and heritage of the turnaround academy's population?

A: A school turnaround plan, informed by findings from the assessment and evaluation phases, will be developed by May 30, 2012 and will include recommendations regarding the curriculum at Roosevelt for 2012-2013 and beyond.

Q: What will happen to related arts classes such as choir, band, drama and art?

A: A school turnaround plan, informed by findings from the assessment and evaluation phases, will be developed by May 30, 2012 and will include recommendations regarding the related arts classes at Roosevelt for 2012-2013 and beyond.

Q: What will happen to the school's athletic programs?

A: A school turnaround plan, informed by findings from the assessment and evaluation phases, will be developed by May 30, 2012 and will include recommendations regarding the school's athletic programs at Roosevelt for 2012-2013 and beyond.

Q: Will the TSOs continue to have after-school programs at their sites?

A: A school turnaround plan, informed by findings from the assessment and evaluation phases, will be developed by May 30, 2012 and will include recommendations regarding after-school programs at Roosevelt for 2012-2013 and beyond.

Q: How will EdisonLearning involve parents in their schools?

A: In an EdisonLearning partnership school, EdisonLearning works with schools to develop structures that support high parent involvement through such activities as "Open House" events, involvement in the parent association, volunteer work at the school, participation in the School Improvement Team and other locally established school-based committees so that parents become partners in helping the school address the educational and social needs of its students.

Q: What expectations will EdisonLearning have for parents?

A: EdisonLearning is committed to the belief that parents must play an integral role in the education of their children, and that meaningful parental involvement will be critical to the success of the school and its students. The chief aims of parental involvement initiatives are to facilitate ongoing communication with parents and obtain feedback and direction from parents that will help the school promote their children's academic achievement and development; and assist parents as they help their children be successful in school.

As such, schools partnering with EdisonLearning implement student-led parent-teacher conferences for all families, two – four times per year. Parents are also informed frequently regarding the academic and behavioral progress of their children and are encouraged to contact teachers, the Principal or other school staff directly to discuss their children's education.

Q: How will parents be involved with Roosevelt Career and Technical Academy after the transition year?

A: A school turnaround plan, informed by findings from the assessment and evaluation phases, will be developed by May 30, 2012 and will include recommendations regarding parent involvement programs at Roosevelt for 2012-2013 and beyond.

Q: How can the community get involved in supporting Roosevelt Career and Technical Academy's new leadership?

A: During the evaluation year, the most important thing that community members can do to support the Roosevelt turnaround project is to let their voices be heard. It is critically important that EdisonLearning hear from as many stakeholders as possible as it evaluates the current situation at the school and makes recommendations about the future. Regular meetings and focus groups will be held and all interested parties are encouraged to attend and participate.

Q: Will the Alumni Association be preserved?

A: When EdisonLearning partners with a new school and community, its practice is to preserve tradition, history and legacy wherever possible. These are elements of school culture that can add great capacity and value if properly respected and leveraged to meet the school's current needs.

Q: How will Edison change the length of the school year and school day change?

A: Edison will take this transitional year to examine the strengths and needs of Theodore Roosevelt Career and Technical Academy. Based upon what they learn during this process, Edison may alter the length of the school day to best meet students' needs.